

Crosswalk of Student Plans

	ALL Students	Some Students		
	Personalized Learning Plan (PLP)	Individualized Education Program – IEP	Section 504 Plan	Educational Support Team Plan (EST)
Purpose and Function	A personalized student-driven plan that addresses ALL student's needs and interests in grades 7-12 to help students stay engaged in school and to achieve postsecondary education and career goals.	A written education program for a student with a disability who is eligible for specialized instruction and related services	A written document that identifies the services and accommodations that allow a student with a physical or mental impairment which substantially limits one or more major life activities to have the same level of access to the instruction, school activities (including extracurricular activities), and the school facilities as students without disabilities	A written document that outlines the academic, behavioral, social/emotional and/or other supports a student needs to be successful.
Legal References	Act 77	Individuals with Disabilities Education Improvement Act (IDEA 2004) [34 CFR § 300.320] Vermont State Rules 2360 through 2369	Section 504 of the <i>Rehabilitation Act of 1973</i> , as amended, 29 U.S.C. 794	Act 157 Act 117
Core Components	<u>Student Profile</u> Student Strengths & Abilities Student Skills Student Core Principles Career Assessment	Summary of the student's academic and functional strengths and weaknesses. The IEP includes measurable annual goals/objectives for	A plan that outlines the services and accommodations for a student with a physical or mental impairment and identifies when they are needed and who will provide	A plan that addresses performance in needed support area(s). Can be a short term plan depending on the need of the student.

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	information	learning.	them.	Present levels of performance in needed support area (academic, behavioral, social/emotional and/or other)
	<u>Individual Student Goals & Action Steps</u> Secondary Postsecondary	Beginning at age 16, a description of vocational interests and aptitude, measurable postsecondary and annual goals for education and training, employment, and, where appropriate independent living skills (Post-Secondary Transition Plan)	The district documents in writing that the 504 team has met and arrived at the agreed-upon services. The purpose is always around access rather than progress towards goals.	Expected Student outcomes – Measurable Goals
	<u>Learning Expectations</u> Common Learning Expectations Academic Plan Achievement of Plan	Measurable annual goals/objectives for areas of service provided on the IEP Goals/objectives are reviewed for progress periodically (at least as often as all students receive report cards) Related School Services, Supports & Referrals to Adult Service Agencies (as needed)	A 504 plan is not an academic achievement plan.	Expected Student outcomes – Measurable Goals Progress Monitoring schedule and identified data to collect Related Support Services & Referrals (as needed)
	<u>Transition Plans</u> Middle to High School School Transfer Postsecondary	Post-Secondary Transition plan	N/A	N/A

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	<u>Reflection</u> Student self-evaluation Parent/Guardian Reflection Teacher/Advisor(s) Reflection			
Family Engagement	Parent involvement in development, monitoring and annual review	Parental notification, consent, and involvement at the evaluation, development of the IEP, and any modifications to IEP services and classroom accommodations	Parent involvement in development, monitoring and annual review	Parent involvement in development, monitoring and annual review
Review	At least yearly by November 30	Annual review of the plan with additional revisions allowed throughout the year based upon student need	Annual review and update at least annually.	At transition points As noted in progress monitoring schedule At least yearly